



Academic Senate
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE
805.756.1258

MEETING OF THE ACADEMIC SENATE
Tuesday, May 31 2011
UU220, 3:10 to 5:00pm

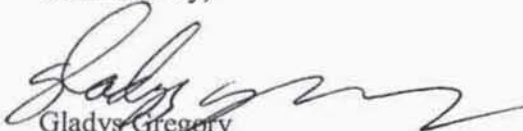
- I. **Minutes:** Approval of minutes for the May 17 2011 Academic Senate meeting (p. 2).
- II. **Communication(s) and Announcement(s):**
Introduction of senators for 2011-2012 (Introductions made by current caucus chairs) (pp. 3-4).
- III. **Regular Reports:**
 - A. Academic Senate Chair:
 - B. President's Office:
 - C. Provost:
 - D. Vice President for Student Affairs:
 - E. Statewide Senate:
 - F. CFA Campus President:
 - G. ASI Representative:
- III. **Special Reports:**
Brian Tietje, Dean for Continuing Education: report on summer session and online courses.
- V. **Consent Agenda:**
- VI. **Business Item(s):**
 - A. **Resolution on Posting Program Learning Objectives in Cal Poly Online Catalog:** Derelian/Giberti/Sparling for the Integration and Student Learning Task Force, second reading (p. 5).
 - B. **Resolution on Coordinated Campus Assessment Efforts:** DePiero, chair of the Assessment Task Force, second reading (pp. 6-9) [Revised resolution to be distributed].
 - C. **Resolution on Green Campus Program:** MacDougall, chair of Sustainability Committee, second reading (pp. 10-20).
 - D. **Resolution on Protecting the 'American Institutions' Requirement:** Call, CLA senator, second reading (pp. 21-28).
- VII. **Adjournment:**

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

MINUTES OF THE
ACADEMIC SENATE MEETING
Tuesday, May 17, 2011
UU220, 3:10 to 4:30pm

- I. Minutes: none.
- II. Reports:
 - A. Academic Senate Chair: Fernflores announced the formation of a task force to address the sexual assault incidents. The task force will look at how we educate students about the risk of sexual assault and alcohol abuse. Cal Poly Police Department as well as the City of San Luis Obispo Police Department are involved in the investigations of the recent alleged sexual assaults. The Academic Senate Executive Committee voted to present the GE recommendations as charges, mostly to the GE Governance Board, for the 2011-2012 academic year.
 - B. President's Office: President Armstrong reported that the strategic plan labeled *first draft*, is an attempt to begin conversations with a number of stakeholders such as faculty, staff, President's Cabinet, and the like. Armstrong's goal is to present ideas for the next capital campaign and steps to move forward with the strategic plan by fall conference.
 - C. Provost: none.
- III. Business Item(s):
 - A. **Resolution on Academic Advising (Instruction Committee):** Harris presented this resolution which requests that the Academic Senate accept and endorse the Academic Advising Council's *Advising Syllabus* and it be made available to all students and faculty at <http://advising.calpoly.edu>. M/S/P to approve the resolution.
 - B. **Resolution on Proposed new CAFES Department: Natural Resources Management and Environmental Sciences (NRES) Department (NRM and ERSS Departments):** Piirto presented the resolution, which requests approval for the new Natural Resources Management and Environmental Sciences Department. M/S/P to approve the resolution.
- IV. Adjournment: 4:20 pm

Submitted by,


Gladys Gregory
Academic Senate

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

ACADEMIC SENATE SENATORS
2011-2012

(by college/area)

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN (6 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Barlow, Phil	ConstMgt	62797	plbarlow	2012
de Hahn, Henri	Arch	61316	hdehahn	2013
Giberti, Bruno	Arch	62036	bgiberti	2012
Jackson, Doug	Arch	61362	dojackso	2013
Nuworsoo, Cornelius	C&RP	62573	cnuworso	2012
Saliklis, Ed	ArchEngr	67641	esalikli	2012

COLLEGE OF AGRICULTURE, FOOD AND ENVIRONMENTAL SCIENCES (6 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Ahern, Jim	Agribus	65030	jahern	2012
Dicus, Chris	NRM	65104	cdicus	2013
Derelian, Doris	FdSci&N	66130	derelian	2013
Howard, Wayne	Agribus	65000	whhoward	2013
Plummer, Bill	AniSci	62113	wplummer	2012
Spiller, Bob	AniSci	65073	rspiller	2012

COLLEGE OF BUSINESS (5 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Borin, Norm	Marketg	61762	nborin	2013
Burgunder, Lee	Acctg	61210	lburgund	2012
Danes, Jeff	Marketg	61417	jdanes	2012
Floyd, Barry	Mgtmt	66551	bfloyd	2012
VACANCY				2013

COLLEGE OF ENGINEERING (7 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Agbo, Sam	ElecEngr	61528	sagbo	2012
Colvin, Kurt	IndEngr	62633	kcolvin	2012
Kean, Andrew	MechEngr	61236	akean	2012
Mehiel, Eric	AeroEngr	62562	emehiel	2013
Nico, Phillip	CompSci	67124	pnico	2012
Pan, John	I&MEngr	62540	pan	2013
Rahman, Shikha	C&EEngr	62117	rahman	2013
LoCascio, Jim (stwd sen)	MechEngr	62375	jlocasci	2013

COLLEGE OF LIBERAL ARTS (9 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Brown, Ken	Philosophy	62974	dbrown07	2012
Call, Lewis	History	62672	lcall	2012
Den Hartog, Chris	PoliSci	2975	cdenhart	2013
Galanti, Tera	Art&Design	61540	tgalanti	2012
Laver, Gary	Psyc&CD	62033	glaver	2013
Rinzler, Paul	Music	65792	prinzler	2013
Rong, Xiaoying	GraphComm	62027	xrong	2012
Rucas, Stacey	SocialSci	61374	srucas	2013
Stegner, Dustin	English	61277	pstegner	2013
Fernflores, Rachel (AS CH)	Philo/GendSts	62330	rfernflo	ExOff
Foroohar, Manzar (stwd sen)	History	61707	mforooha	2014

COLLEGE OF SCIENCE AND MATHEMATICS (8 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Baxley, Lara	Chem&BC	60292	lbaxley	2013
Frame, Sam	Stats	65802	sframe	2012
Jankovitz, Kris	Kines	62534	kjankovi	2012
Rein, Steve (ASVC)	Stats	62941	srein	2012
Retsek, Dylan	Math	62072	dretsek	2013
Riley, Kate	Math	65070	kriley	2012
Saunders, Karl	Physics	61696	ksaunder	2013
Schaffner, Andrew	Stats	61545	aschaffn	2013

PROFESSIONAL CONSULTATIVE SERVICES (6 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Hammond, Amie	CareerServs	65977	akhammon	2012
Kaiwi-Lenting, Andrene	StLife&Ldrsp	62014	akaiwile	2012
Ramirez, Marisa	Library	67040	mrarmir14	2012
Scaramozzino, Jeanine	Library	65677	jscaramo	2012
Stephens, Shannon	Athletics	62762	sgstephe	2012
Weddige, Kristi	CSMAAdvsg	62615	kweddige	2013

EX OFFICIO MEMBERS (nonvoting members except part time employees rep and past Senate Chair)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	
Armstrong, Jeff	Pres Ofc	President	jarmstro	ExOff
Fernflores, Rachel	CLA	AcadSen Chair	rfernflo	ExOff
Robert Koob	Provost's Ofc	Provost		ExOff
Morton, Cornel	VPSA	Student Affairs	cmorton	ExOff
Deans' Council Rep		Deans Council		ExOff
ASI President	ASI President	ASI		ExOff
Thornicroft, Glen	CFA President	CFA	gthorncr	ExOff
ASI Ch/Bd	ASI Ch/Bd	ASI		ExOff
Senate Past Chair (position inactive 2011-12)				ExOff
Part-Time Rep	Part-Time Faculty			ExOff

**ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-__-11

**RESOLUTION ON POSTING PROGRAM LEARNING OBJECTIVES
IN THE CAL POLY ONLINE CATALOG**

- 1 WHEREAS, The WASC visiting team has recommended that "considerable effort needs to occur in the
2 next 18 months to assure: 1) that there is alignment between university, program, and course
3 learning objectives across the institution; and 2) that all learning objectives appear
4 systematically in university documents"; and
5
- 6 WHEREAS, This recommendation reflects the consensus on best practice among WASC-member
7 institutions; and
8
- 9 WHEREAS, In the course of program review, *academic programs report their program learning
10 objectives (PLOs) and map them to the University Learning Objectives (ULOs); and
11
- 12 WHEREAS, As a part of Educational Effectiveness Review (EER), programs have also reported their
13 PLOs to the Academic Senate and explained their alignment with the ULOs; and
14
- 15 WHEREAS, PLOs are defined by the faculty to promote the clarity and coherence of the program; and
16
- 17 WHEREAS, PLOs apply to all students in the program; and
18
- 19 WHEREAS, The availability of PLOs provides students and others with the general goals of the major,
20 while outlining the structure of knowledge, skills, and values associated with the discipline;
21 and
22
- 23 WHEREAS, The Cal Poly online catalog is the official source of university information; and
24
- 25 WHEREAS, The program/department reviews catalog information on a regular basis; therefore be it
26
- 27 RESOLVED That program learning objectives (PLOs) be listed with other program information in the Cal
28 Poly online catalog.

*"An academic program is a structured grouping of coursework leading to a baccalaureate or graduate degree or to a teaching credential."

Proposed by: WASC/Academic Senate Integration and
Student Learning Task Force

Date: March 21 2011

Revised: March 29 2011

Revised: May 26 2011

Adopted:

**ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-__-11

RESOLUTION ON COORDINATED CAMPUS ASSESSMENT EFFORTS

- 1 WHEREAS, The WASC visiting team has recommended that:
- 2 1) University Learning Objectives, Program Learning Objectives, and Course Learning
- 3 Objectives be aligned across Cal Poly
- 4 2) Leadership on assessment be clarified
- 5 3) The role of faculty governance in academic decision-making be reviewed
- 6 4) Quantitative measures associated with various themes of the self-study be
- 7 identified; and
- 8
- 9 WHEREAS, Student learning is a community effort necessitating contributions from General Education,
- 10 the major, and co-curricular components; and
- 11
- 12 WHEREAS, All programs are expected to complete Program Review; and
- 13
- 14 WHEREAS, On-going assessment and continuous improvement are an expectation of Program Review;
- 15 and
- 16
- 17 WHEREAS, AS-718-10 has resolved "that the Academic Programs Office provide annual summaries to
- 18 the Academic Senate on the findings of academic programs that underwent program review
- 19 in that year..."; and
- 20
- 21 WHEREAS, AS-716-10 has resolved "that the Academic Senate oversees university-level assessment";
- 22 and
- 23
- 24 WHEREAS, AS-716-10 has resolved "that findings or data resulting from such assessment must not be
- 25 used in making retention, promotion, and tenure decisions nor be placed in an individual
- 26 faculty member's personnel action file"; therefore be it
- 27
- 28 RESOLVED: That the Academic Senate endorse the attached proposal to adjust the membership and
- 29 mission of the Academic Assessment Council, including coordination and direction of
- 30 campus assessment efforts.

Proposed by: WASC/Academic Senate Assessment Task Force
Date: May 9 2011

**ATTACHMENT TO
RESOLUTION ON COORDINATED CAMPUS ASSESSMENT EFFORTS
REVISED MISSION OF THE ACADEMIC ASSESSMENT COUNCIL**

Principles of Assessment for the AAC:

The purpose of assessment is to improve student learning. The assessment process should include the collection, the analysis, and the distribution of data at the student level, the program level, and the university level. Likewise, the work of assessment should be shared equitably, both within and between levels (faculty, programs, colleges, and university). Ideally, assessment will generate useful information about student learning while adding only minimally to faculty and administrative workloads. One primary method of achieving that goal is to coordinate existing assessment efforts and make future efforts more predictable, by identifying which activities occur in a given year. The main mission of the AAC is to carry out those coordinating and planning activities.

Campus assessment efforts should seek to centralize data collection and coordination, while decentralizing substantive decisions about how assessment is done and what criteria are used. Program faculty should have the maximum feasible control over deciding how and where to assess student learning. Creative approaches should be encouraged.

Regardless of the methods program faculty use to assess student learning, all programs have an obligation to annually report to the AAC their methodology and findings, to reflect on what the findings reveal about student learning, to identify areas of possible improvement, to develop plans about implementing improvements, and to later assess whether curriculum changes have actually improved student learning.

Responsibilities:

Cal Poly's assessment efforts need to become more predictable, more efficient, and better coordinated. Faculty workload needs to be reduced while still maintaining a faculty-driven process for program improvement. Ideally, this will ensure that program faculty have adequate assessment data, including data on student learning and attitudes, for program review, that the colleges and university have adequate assessment data for reaccreditation, that student learning is actually improved, and that assessment is integrated into existing activities to the extent possible, thus avoiding creating excess work.

To achieve these goals, the responsibilities of the AAC shall be as follows:

- 1) Lead and coordinate campus assessment efforts.
- 2) Create a central repository for information and resources related to assessment (i.e., rubrics, lists of best practices within and outside Cal Poly, and so on).
- 3) Ensure that data needed for program review and WASC are generated and stored appropriately.

- 4) To the extent necessary and possible, create a central repository for assessment data.
- 5) Review the annual reports of program- and college-level assessment efforts.
- 6) Report the results of assessment efforts to the campus community.

On-Going Duties:

- 1) Create a multi-year schedule for assessment, so that at a minimum all learning objectives are assessed by all programs at least once between WASC cycles (i.e., every 10 years).
- 2) Coordinate and create a multi-year schedule for indirect assessment efforts, for example surveys of seniors, alumni, and/or employers. An example of such coordination might be identifying an office that could conduct these surveys on behalf of programs and act as repository for the data. Another example might be creating and circulating a standard survey format that could be adopted by programs and colleges, with program-specific additions.
- 3) Receive and review the annual assessment reports generated by all academic programs on campus. Identify common needs and campus-wide assessment resources to meet them. The committee may, in consultation with the various programs and colleges, elect to review college-level, aggregated reports, instead of the reports of individual programs.
- 4) Generate and circulate to all programs an annual summary report about campus assessment efforts, aimed at identifying best practices, areas of strength and weakness, success stories, and so on.
- 5) Identify offices and procedures by which existing data useful for assessment will be gathered, analyzed, stored, and disseminated. The committee shall find ways to make best use of existing data, so that information needed for assessment can be derived from existing sources, to the extent possible.
- 6) Identify possible new sources of data and offices to gather, analyze, store, and disseminate them. An example of such a new source of data might be student portfolios.
- 7) Identify and propose changes to existing assessment tools (for example, the Writing Proficiency Exam) to improve their utility for assessment.
- 8) Identify existing sources of data that could be used for assessment, for example Writing Proficiency Exam scores.
- 9) Identify existing assessment activities and processes, and take steps to coordinate them.
- 10) Evaluate how to balance needs and resources regarding assessment.

11) Investigate the possibility of creating an office to coordinate and store information about assessment best practices, campus-wide rubrics, the results of previous assessment efforts, and so on. The committee is encouraged to consider whether the Center for Teaching and Learning might fill this role.

12) Ensure that assessment data be made available to faculty, as needed

Membership and Appointment Procedures:

The AAC shall be composed as follows:

Part I -- 1 representative from each academic unit, appointed by the respective deans (7 people total)

Orfalea College of Business
College of Liberal Arts
University Library/Information Services
College of Architecture and Environmental Design
College of Science and Math
College of Engineering
College of Agriculture, Food and Environmental Sciences

Part II -- Non-Academic Administrative Representatives, appointed by the respective heads of the departments (6 people total). One representative from each of:

- Student Affairs
- CTL
- ITS
- IP&A
- Academic Programs
- GE

Part III -- 1 student representative, appointed annually by the ASI president

Part IV -- Faculty Representatives (13 people total)

1 faculty member from each academic unit (7 people), selected by the Academic Senate Executive Committee

6 at-large members, selected by the Academic Senate Executive Committee

The committee shall elect its own chair annually.

Term limits shall be for 3 years, and are renewable.

Adopted:

**ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-__-11

RESOLUTION ON GREEN CAMPUS PROGRAM

Background: The CSU (CSU Executive Order 987) has mandated the reduction of resource and energy usage across the CSU system including all campuses. Facility Services has done an excellent job of reducing the campus carbon footprint through the implementation of energy efficiency, water conservation, recycling, alternative transportation, sustainable procurement and resource use reduction initiatives.

Facility Services in collaboration with the Alliance to Save Energy has established a Green Campus Program (www.afd.calpoly.edu/greencampus) on the Cal Poly campus. The intent of this program is to implement energy and water conservation projects and programs, support green workforce development and to accomplish behavioral change through educational outreach to students, faculty and staff. Cal Poly's Green Campus team includes five paid student interns and a number of additional student volunteers working for academic credit. Dennis Elliott, the Assistant Director of Energy, Utilities, and Sustainability for the Facilities Department, advise the team of students. The program has been highly successful in reducing resource and energy usage in the residence halls and is extending into areas of the University's Administration and Finance Division (AFD) (www.afd.calpoly.edu/sustainability/metrics.asp). The Alliance to Save Energy Green Campus Program is funded by the ratepayers of California under the auspices of SCE, PG&E, and Sempra Energy.

The academic departments have had a limited role in reducing resource and energy usage on the campus. It is the intent of this resolution to invite academic departments to actively participate in the Green Campus Program effort to reduce resource and energy usage. Any academic department can initiate the certification process at ~~no or minimal financial cost and low time cost in order~~ by appointing a departmental contact to work with a Green Campus intern. Dennis Elliott estimates that the departmental contact's time commitment will be approximately one day per quarter. The intern will conduct an audit to establish a baseline sustainability footprint after which a department can determine if whether it wishes to pursue certification. Some of the potential savings identified during the audit are expected to accrue to the department. Departments wanting information or wishing to initiate the process can contact the Green Campus Program via email at greencampus@calpoly.edu.

WHEREAS, Assembly Bill 32, the California Global Warming Solutions Act of 2006, mandates that California reduce its greenhouse gas emissions to 1990 levels by 2020; and

WHEREAS, State Executive Order S-3-05 mandated that greenhouse gas emissions be reduced to 80% below 1990 California levels by 2050; and

WHEREAS, The CSU in Executive Order 987 has mandated the reduction of resource and energy usage for the CSU system as well as the campuses; and

WHEREAS, The source of carbon emissions on campus come primarily from utility energy use for heating, cooling and lighting, water use, fuel use for commuting, travel and the campus vehicle fleet, procurement, and material and resource consumption; and

42
43 WHEREAS, Facility Services has done an excellent job of reducing resource and energy usage on the
44 campus; and
45 WHEREAS, Facility Services, in collaboration with the Alliance to Save Energy, has established a Green
46 Campus Program; and
47
48 WHEREAS, The Green Campus Program is actively working with and has been highly successful in
49 reducing resource, energy and water usage in University Housing, ASI, Cal Poly
50 Corporation, Campus Dining, student clubs and Student Life & Leadership; and
51
52 WHEREAS, The Vice President of Administration and Finance has endorsed the Green Campus
53 Certification process and has directed every department within AFD to designate a
54 sustainability mentor and to pursue Green Campus Certification; and
55
56 WHEREAS, The academic departments have had a limited role in reducing resource, energy and water
57 usage on the campus; and
58
59 WHEREAS, Facilities Services has offered to provide assistance to academic departments in order to
60 extend the Green Campus Program to academic departments; and
61
62 WHEREAS, The Green Campus Program has developed the Green Campus Certification process that
63 creates awareness and recognition for the adoption of sustainable practices that conserve
64 energy and water, reduce resource use, promote increased recycling and use of alternative
65 transportation; and
66
67 WHEREAS, Many of the strategies employed in the Green Campus Certification process could help to
68 reduce program costs to the academic departments by reducing resource and energy usage;
69 therefore be it
70
71 RESOLVED: That the Academic Senate support the Green Campus Program by encouraging ~~its extension~~
72 ~~to all administrative and academic units~~ to pursue Green Campus Certification; and be it
73 further
74
75 ~~RESOLVED: That all academic departments shall be encouraged to pursue Green Campus Certification;~~
76 ~~and be it further.~~
77
78 RESOLVED: That the Academic Senate encourage all academic departments ~~shall be encouraged~~ to
79 provide opportunities for student participation in the certification process through service
80 learning and/or academic credit as decided by the department so that the resource costs may
81 coincide with the department's program learning objectives; and be it further
82
83 RESOLVED That informational and logistical support for the academic departments shall be provided by
84 Facility Services, the Green Campus Program, and the Academic Senate Sustainability
85 Committee.

Proposed by: Academic Senate Sustainability Committee
Date: May 2 2011
Revised: May 16 2011
Revised: May 26 2011

Sustainability Mentor Program “Green Campus Certified” Certification Checklist

Updated May 12, 2011

The following document describes the Cal Poly Green Campus Certification program for workplaces. This program is intended to provide a framework and guidance for individual offices, departments, buildings, divisions, or colleges to implement and reinforce sustainable practices in day to day operations and planning. The certification program addresses the areas of:

- Administration
- Energy Conservation
- Water Conservation
- Recycling and Waste Reduction
- Purchasing
- Transportation

Certification is voluntary, and is accomplished by implementing and documenting sustainability initiatives in the areas described. Items identified as prerequisites are required for all certification submissions, and all other points are optional. Submissions will be evaluated by the Green Campus Program and Facility Services. Certification will be awarded based on the number of points achieved, and will be recognized with a framed certificate and announcements in:

- The Cal Poly Sustainability website www.sustainability.calpoly.edu
- The Green Campus Program website www.greencampus.calpoly.edu
- The Green Campus Program monthly newsletter, and
- The Cal Poly Report.

Departments wishing to start the certification process should send a request via email to greencampus@calpoly.edu, and identify the contact person within their department. The Green Campus team manager will respond and arrange an initial meeting to explain the certification process and help the department get started. There are a total of 55 points possible, of which 18 are prerequisites, and 37 are optional. The levels of certification are:

Green Campus Certified:	27 points
Green Campus Certified - Silver:	32 points
Green Campus Certified - Gold:	37 points
Green Campus Certified - Platinum:	42 points

Many of the required prerequisites are based on existing State or CSU Policy, such as CSU Executive Order 987, which is the "Policy Statement on Energy Conservation, Sustainable Building Practices, and Physical Plant Management for the California State University". This document may be viewed at <http://www.calstate.edu/eo/EO-987.html>.

Many measures are intended to be low cost or no cost, such as behavioral changes and reduction of paper usage. Some will reduce the operating cost of the department. For the measures that require funding to retrofit overhead lighting or plumbing fixtures, Facility Services will bear the cost of these retrofits in state funded buildings as time and resources allow. For non-state funded buildings, expenses will be borne by the department. For expenses that are optional (such as purchasing LED task lamps or an energy star refrigerator) departments may choose to implement these at their own cost.

Resultant dollar savings will be realized by the entity currently paying for the expense, i.e. departments will realize direct budget savings due to reduction of paper use, printer ink, toner, etc. In state funded buildings, Facilities pays all utility expenses and will receive the related utility savings and rebates for reinvestment in additional conservation projects. Auxiliary organizations that are recharged for utility expenses will receive the utility savings and any applicable rebates.

The work load for Sustainability Mentors will vary depending upon the number of initiatives implemented, and the size and culture of the department. To date, Sustainability Mentors have experienced approximately one day of work to complete the data collection and certification process, spend approximately one hour a month maintaining programs and disseminating information, and attend one meeting a month to share best practices with other departments.

Administration

- **Prereq A1: Establish a contact person within the department to be the “Sustainability Mentor.”**

This person will be responsible for coordinating sustainability initiatives for the department, disseminating information to department personnel regarding energy and water conservation, recycling, and waste reduction. This person will be the primary point of contact for working with the Green Campus Program and Facility Services in the effort to achieve certification.

- **Prereq A2: Document and maintain all policies and procedures related to these initiatives and include in new employee orientation.**

Provide copies of all documentation with certification submission.

- **Prereq A3: Report all space usage that requires HVAC outside of normal business hours (M-F 7:00 am to 5:00 pm) to the University Scheduling office.**

This allows Facilities to schedule the Campus Energy Management System to operate building systems only during the hours they are needed. Class scheduling should be reported to University Scheduling at 756-2461 or classschedule@calpoly.edu. Event scheduling should be reported to 756-5550 or events@calpoly.edu. The main University Scheduling website can be found at <http://www.universitiescheduling.calpoly.edu/>.

- **Prereq A4: Post and maintain educational signage in the work place to foster sustainable behaviors regarding energy and water conservation, recycling and waste reduction.**

For signage and ideas, see the Green Campus Program and <http://www.recyclereminders.com/>. Provide summary of signage implemented, with electronic copies of any special signs created for sharing with other departments.

Energy Conservation

- **Prereq E1: Complete a Green Campus energy audit**

An energy audit is an inspection, survey and analysis of energy usage in a building, to identify opportunities for conservation.

- Green Campus Program will perform the audit at no charge.
- Green Campus Program will provide a report recommending changes to reduce energy and water consumption, improve recycling, and decrease waste.
- Department will implement as many savings recommendations as are feasible, and develop a written plan to implement additional recommendations over the next 12 months.

- **Prereq E2: Implement power management settings on all computer workstations and laptops**

- For departments within the Administration and Finance Division, Facility Services provide Bigfix power management software and support free of charge. Bigfix is a software product that allows IT staff to implement and manage computer power settings across an entire network to achieve and measure substantial energy savings, and is compatible with Windows, Mac, and Linux operating systems. For general information about Bigfix, see <http://www.bigfix.com/content/power-management>. For information about how Bigfix is used and supported within AFD, see <https://www.afd.calpoly.edu/ants/powermanagement.asp?pid=2>.
- For all other divisions, colleges, and departments on campus, ITS offers an alternate solution for Windows machines using Microsoft Configuration Manager. Software and support is free of charge for departments that currently have an ITS Service Level Agreement.
- Departments may also implement power management settings manually on each individual machine, but must provide documentation that power settings were implemented, and have a written plan to maintain them and ensure they are implemented on all new machines.

- **Prereq E3: Implement power management settings on network printers and copiers**
Network copiers and printers should be configured to go into "sleep" mode or shut down outside of normal office hours, if capable. See individual machine's owners manual and/or consult with department IT staff.
- **Prereq E4: Compact Fluorescent Lightbulb (CFL) Retrofit**
 - Replace all incandescent lamps with CFL or LED.
 - Facilities will exchange existing incandescent lamps with CFL's free of charge. Departments can take their existing lamps to the State Custodial Warehouse on campus at building 70A for exchange, or can submit a service request to Facilities at x65555.
 - Eliminate halogen torchieres. Halogen torchieres are portable upright lamps that generally use 300-watt halogen bulbs. These should be replaced with CFL or LED.
- **Prereq E5: Follow Executive Order 987 guidelines for thermostat settings**
 - For areas where users have control over thermostat settings, the department will implement a procedure to adjust thermostats seasonally in accordance with CSU Executive Order 987:
 - 68 degrees heating (Winter)
 - 78 degrees cooling (Summer)
 - These requirements are applicable to all spaces except in the case of specific programmatic needs such as for specialized lab equipment.
 - For spaces that have programmable thermostats, the department will program the thermostat schedule based on the occupancy of the building to minimize run hours.
 - If the thermostat does not have capabilities for scheduling, it should be replaced with an Energy Star certified model.
- **Prereq E6: Keep doors and windows closed**
As per CSU Executive Order 987, departments will establish procedures and assign responsible persons to keep exterior doors and windows closed when heating or cooling is taking place in buildings.
- **Prereq E7: Turn Off the Lights**
One of the greatest ways for the campus to save energy is to turn off lighting that is not being used. Departments will establish procedures and assign responsible persons to turn off the lights at the end of the business day, as well as reminding all users to turn off lights when they leave a room.
- **E8: Eliminate personal heaters and fans**
As per CSU Executive Order 987, personal heaters and fans are not permitted for use in state buildings, unless the building HVAC system is not able to maintain the building temperature between 68 and 78 degrees, or if necessary for medical reasons.
- **E9: Eliminate all Cathode Ray Tube (CRT) computer monitors**
CRT monitors use substantially more energy than modern flat panel displays and do not meet Energy Star performance requirements. Replace all CRT monitors with Energy Star rated LCD flat panel monitors.
- **E10: Implement server virtualization**
Server virtualization is the sharing of server resources and reduction of the number of individual physical servers, processors, RAM and other hardware needed. This reduces the power consumed by each server while making an individual server more efficient. Additionally, this reduces the waste generated once physical servers need replacement.
- **E11: Eliminate or reduce personal printers**
The cost per sheet for printing via small desktop printers is more than double that of a large network copier/printer. Personal printers also typically do not have the capability to go into sleep mode when not in use. Departments should strive to eliminate as many personal printers as feasible, except where network printers are not available, or personal printers are required for confidentiality reasons.

- **E12: Eliminate or reduce mini fridges**

Individual mini refrigerators in private offices are typically much larger than needed for one person, and are not as energy efficient as a full size refrigerator. Departments should eliminate multiple mini fridges and consolidate usage into a single department refrigerator that is Energy Star rated. See:

http://www.energystar.gov/index.cfm?fuseaction=find_a_product.showProductGroup&pgw_code=RF

- **E13: Eliminate window A/C units**

Window air conditioning units use approximately twice as much energy as central building AC systems, and do not comply with Facility Services air conditioning policy. Window AC units do not have control capability for integration with the campus Energy Management System, or the ability to be programmed with a schedule.

- **E14: Reduce "Phantom Loads"**

Phantom loads are the electric power consumed by appliances while they are plugged into outlets, even if they are switched off or in a standby mode.

- Unplug chargers for cell phones and other personal devices.
- Use power strips for desktop printers/scanners, speakers, appliances, and turn off when not in use, or use "smart strips", which can turn devices off automatically.

- **E15: Replace task lighting with high efficiency or LED lighting**

If individuals use desktop lamps or under cabinet task lighting in workspaces, they must be high efficiency fluorescent or LED. Use of task lighting and natural light is encouraged to reduce the need for overhead general area lighting. See: <http://www.finelite.com/products/pls-overview>

- **E16: Retrofit building lighting with high efficiency lighting**

In addition to eliminating incandescent lighting, retrofit overhead linear fluorescent lighting to implement the latest campus standard of 25W fluorescent lamps with a color temperature of 4100K. This reduces energy usage by approximately 20%, and provides better visual acuity for reading and task work in an office or classroom environment.

- **E17: Install occupancy sensors in all classrooms, labs, and offices**

Occupancy sensors automatically turn off lights when rooms are not being used, reducing energy use by an average of 30-40%.

- **E18: Unplug refrigerated drinking fountains**

Refrigerated drinking fountains consume electricity around the clock to keep their storage reservoir of water cold. Departments can save energy by unplugging drinking fountains and getting their drinking water at room temperature.

Water Conservation

- **Prereq W1: Eliminate or retrofit any equipment with "once through cooling"**

Some laboratory and process equipment is designed to use water cooling, and some older equipment was designed to use "once through" cooling, where a potable water supply is connected to the device to provide cooling water, and after being used is discharged directly to the sewer. Some equipment allows this cooling water to run continuously, whether needed or not. This equipment should be evaluated to determine if it can be eliminated, if another cooling option is available, if the manufacturer has a retrofit kit available to reduce water waste, or if the equipment should be replaced with a more modern unit that does not waste water.

- **W2: Low flow plumbing fixtures**

Retrofit restrooms with low flow plumbing fixtures to reduce water usage, including toilets, urinals, faucets, and showerheads. The use of low flow plumbing fixtures can reduce building water usage by as much as 75%.

- **W3: Sign "Take Back the Tap" pledge**

"Take Back the Tap" is an initiative created by the non profit organization Food and Water Watch, intended to educate consumers about the cost, safety and environmental impact of consuming bottled water instead municipal tap water. The Green Campus Program, Empower Poly Coalition, and Zero Waste club are working to educate the campus community about these issues to reduce the use of bottled water and renew our commitment to safe affordable tap water at Cal Poly. Green Campus recommends using stainless steel or BPA free plastic and will provide a reusable container to any personnel that need one. To achieve this point, 50% of all department members must sign the pledge. For individuals and departments, the pledge is available at:

http://action.foodandwaterwatch.org/p/dia/action/public/?action_KEY=2673

For campus food service locations, the pledge is available at:

http://action.foodandwaterwatch.org/t/6061/petition.jsp?petition_KEY=956

- **W4: Replace Reverse Osmosis (R.O.) Units with filtration units**

Reverse osmosis units waste about 75% of the water processed, and are unnecessary to produce safe drinking water. Filtration units can be as effective at removing many contaminants, are much more cost effective, and waste no water. See:

<http://www.foodandwaterwatch.org/water/bottled/choosing-a-water-filter/>

Recycling and Waste Reduction

- **Prereq R1: Proper disposal/recycling of hazardous waste**

Department will establish procedures and train personnel on proper disposal of hazardous waste:

- **Batteries**

Batteries may be recycled by placing in an envelope and mailing to the State Warehouse.

- **Toner/Ink cartridges**

Used Toner Cartridges are recycled by Distribution Services. Please place the used cartridge back in the packaging your new cartridge came in (sealed manila envelopes are also OK), and place next to your mail pickup location. Please *do not* drop them in the campus mail.

- **Compact Fluorescent Lamps (CFL)**

Compact Fluorescent Lamps contain a small amount of mercury and should be delivered to the State Warehouse for proper disposal. Broken lamps must be cleaned up by properly trained personnel from Facility Services (x65555) or the Environmental Health and Safety Office (x66661).

- **Chemicals**

Chemical Waste is handled by the Environmental Health and Safety office, which can be reached at x66661. EH&S also runs a chemical reuse program to reduce the volume of chemical waste disposal, by making lab chemicals available to other departments, as long as they are still in good condition, and in properly sealed and labeled containers.

- **Prereq R2: Recycling bins**

- Department shall have recycling bins available for all personnel, whether located centrally, or in each room. Bins may be requested from Facility Services at x65555.
- There must be a recycling container available at every location where there is a trash receptacle.

- **Prereq R3: Signage for what is/is not recyclable**

- IS recyclable:

- Cardboard
- Envelopes (even with windows)
- Junk mail
- Magazines
- Newsprint
- Stapled paper
- Most plastics (for #6 – clear plastic polystyrene IS recyclable, white Styrofoam is not)
- All empty beverage containers: glass, plastic and aluminum.

- IS NOT recyclable:

- Aerosol cans
 - Ceramic materials
 - Food
 - Hazardous material
 - Kleenex
 - Incandescent light bulbs
 - Wax coated paper cups
 - Paper towels
 - Squeezable paper juice containers
 - Styrofoam cups and plates
 - Wax paper.
- For ready made signage contact the Green Campus Program at greencampus@calpoly.edu.
- **Prereq R4: Use e-surplus for reuse of equipment, furniture, etc.**

Cal Poly operates an on line surplus equipment sale program. The Public Surplus auction site is used to resell surplus equipment such as computers, furniture, lab equipment, light fixtures, tools, vehicles, audio/video equipment, and unclaimed lost and found items. The program generates approximately \$10,000 per month in revenue, which is reinvested in recycling and other sustainability efforts at Cal Poly. Rather than disposing of used equipment and furniture in the trash, contact the E-Surplus office at x65449 to arrange pick up of unwanted items. In addition, all surplus items held by e-surplus are available to campus departments for reuse at no charge, even if already listed for auction. Surplus items for auction may be viewed at <http://www.publicsurplus.com/>.
- **R5: Default 2-sided printing on all copiers and printers**

To reduce paper usage, configure printer preferences for all personnel to use 2 sided printing as a default print setting.
- **R6: Composting of food waste - office worm bin**

Composting is a method for treating solid waste in which organic material is broken down by microorganisms in the presence of oxygen to a point where it can be safely stored. Worm composting is a method for recycling food waste into a rich, dark, earth-smelling soil conditioner. See: <http://www.wikihow.com/Make-Your-Own-Worm-Compost-System>. Departments may choose to purchase a worm bin for office use, and with permission from the groundskeeper assigned to the area, may dispose of compost in campus planter beds. Note: to avoid possible damage to carpets or floors, worm bins must be kept outdoors.
- **R7: Select “zero waste” option for catered events**

To make an event zero waste: Request the Zero Waste option from Campus Catering. Use all reusable or compostable utensils, dishes, and cups. Use no packaged products (sugar, butter, salt, pepper, condiments). Collect all waste for either recycling or composting. Additional information and support is available from the student Zero Waste Club, which can be reached at zero.waste.club@gmail.com.
- **R8: Paperless communication and document storage**

To reduce paper consumption, departments are encouraged to implement business practices that rely on electronic communication and document storage, rather than printed paper. To qualify for this point, the department must evaluate current processes, and convert as many manual paper-based processes to electronic as possible. For certification, documentation should include an estimate of the number of sheets of paper saved annually.
- **R9: Install high efficiency hand dryers**

High efficiency electric hand dryers can replace the use of paper towels in public restrooms. Eliminating paper towels saves the University on purchasing, stocking, delivery, disposal and housekeeping costs – reducing total operating expenses by over 90%. Since the manufacturing, transport, and disposal of paper is highly energy and water intensive, switching to paperless also reduces net greenhouse gas emissions by over 90%. See:
<http://www.dysonairblade.com>
<http://www.mitsubishijettowel.com>

Purchasing

- **Prereq P1: Energy Star appliances**

In accordance with California Governor's Executive Order S-20-04, establish department procedure that all new purchased office equipment and appliances shall be Energy Star rated.

- Information on Energy Star appliances can be found at http://www.energystar.gov/index.cfm?c=products.pr_find_es_products.
- Applies to all refrigerators, computers, printers, monitors, copiers, washers, dryers, digital projectors, televisions, ceiling fans, air filters, etc.

- **Prereq P2: Use minimum 30% recycled content paper**

In accordance with State of California purchasing requirements, all office paper ordered through the Office Max contract meets this minimum requirement.

- **P3: Replace non Energy Star appliances**

Develop a written plan to eliminate or replace all existing appliances over five years old with Energy Star.

- **P4: Use 100% recycled paper**

Departments may opt to order higher recycled content paper products through Office Max. Testing performed by Facility Services with 100% recycled content paper found no discernable reduction in print quality, and no negative impact on printer reliability.

- **P5: Use rechargeable batteries rather than disposable**

For office devices and equipment, rechargeable batteries are available in all standard sizes, and can be recharged hundreds of times before needing to be replaced.

- **P6: Purchase in bulk or "right size"**

Rather than buying quantities of one or two commonly used items, order full package or case quantities and stock up. This reduces the cost per unit, saves time, and reduces packaging waste. If there are multiple offices or departments in close proximity, consider developing an office supply sharing system. If bulk purchase quantities will result in supplies expiring or become obsolete before use, determine the optimal purchase quantities that meet your needs.

Transportation

- **T1: Web Conferencing**

To reduce lost work time and travel expenses related to off campus meetings, use web conferencing instead. Contact your department IT staff for technical support.

- **T2: Telecommuting Option**

To reduce commuting travel to and from campus, develop a department procedure that offers a telecommuting option for appropriate job classifications, in a manner that does not negatively impact campus operations or levels of service. To view Cal Poly Human Resources Telecommuting Policies, see:

<http://www.afd.calpoly.edu/hr/policies.asp?pid=10&id=T>

<http://www.afd.calpoly.edu/hr/forms.asp?form=20#telecommute>

- **T3: Alternative Transportation Pledge for Commuters – 25%**

A minimum of 25% of department personnel must sign a pledge to use alternative transportation methods to commute to and from campus at least 4 days a week. This includes commuting by bus, bicycle, carpool, or

vanpool. See the UPD Options program for commuters at:

http://www.afd.calpoly.edu/police/commuter_services_commuting.asp?pid=1&subid=3.

- **T4: Alternative Transportation Pledge for Commuters – 50%**

A minimum of 50% of department personnel must sign a pledge to use alternative transportation methods to commute to and from campus at least 4 days a week. This includes commuting by bus, bicycle, carpool, or vanpool. See the UPD Options program for commuters at:

http://www.afd.calpoly.edu/police/commuter_services_commuting.asp?pid=1&subid=3.

- **T5: Alternative Transportation Pledge for Commuters – 75%**

A minimum of 75% of department personnel must sign a pledge to use alternative transportation methods to commute to and from campus at least 4 days a week. This includes commuting by bus, bicycle, carpool, or vanpool. See the UPD Options program for commuters at:

http://www.afd.calpoly.edu/police/commuter_services_commuting.asp?pid=1&subid=3.

- **T6: Alternative Fuel Fleet Vehicles – 25%**

Replace department vehicles with alternative fuel vehicles – rechargeable electric, hybrid, or biodiesel.

- **T7: Alternative Fuel Fleet Vehicles – 50%**

Replace department vehicles with alternative fuel vehicles – rechargeable electric, hybrid, or biodiesel.

- **T8: Alternative Fuel Fleet Vehicles – 75%**

Replace department vehicles with alternative fuel vehicles – rechargeable electric, hybrid, or biodiesel.

- **T9: No Fleet Vehicles**

This credit is to recognize departments that have no fleet vehicles, or have eliminated all fleet vehicles.

Innovation

Departments are encouraged to come up with their own ideas for creative ways to conserve energy and water, reduce waste, and reduce the campus' environmental footprint. For initiatives not covered elsewhere in the program, departments may earn up to 5 points for innovation. For consideration, submission must include a summary of the initiative, quantify its savings or impacts in the categories listed above, and document how it will be sustained.

- **I1: Innovative program number 1.**
- **I2: Innovative program number 2.**
- **I3: Innovative program number 3.**
- **I4: Innovative program number 4.**
- **I5: Innovative program number 5.**

Adopted:

**ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-__-11

**RESOLUTION ON
PROTECTING THE 'AMERICAN INSTITUTIONS' REQUIREMENT**

1 WHEREAS, California administrative law (Title 5, Section 40404) requires each campus of the
2 California State University to "provide for comprehensive study of American
3 history and American government including the historical development of
4 American institutions and ideals, the Constitution of the United States and the
5 operation of representative democratic government under that Constitution, and
6 the processes of state and local government"; and
7

8 WHEREAS, All CSU students must demonstrate competent knowledge of American
9 institutions and ideals in order to qualify for graduation; and
10

11 WHEREAS, Teaching undergraduates about American institutions and ideals is a crucial
12 component of the CSU educational mission; and
13

14 WHEREAS, Citizens and residents of the United States who understand American institutions
15 and ideals can make significant contributions to American civil society; and
16

17 WHEREAS, The CSU Board of Trustees is considering a new policy which would allow the
18 CSU Chancellor and/or the Presidents of CSU campuses to waive the 'American
19 Institutions' requirement for certain majors and groups of students; and
20

21 WHEREAS, Implementation of this proposed waiver policy may exceed the statutory authority
22 of the Trustees; and
23

24 WHEREAS, the Academic Senate of the CSU and the Academic Senates of many local CSU
25 campuses have recently reaffirmed their commitment to the existing "American
26 Institutions' requirement; and
27

28 WHEREAS, The Academic Senate of San Jose State University has urged the Trustees to delay
29 consideration of changes to the existing 'American Institutions' requirement;
30 therefore be it
31

32 RESOLVED: That the Academic Senate of California Polytechnic State University, San Luis
33 Obispo, endorse the attached resolution of the Academic Senate of San Jose State
34 University, "Resolution to Urge the Board of Trustees to Delay Consideration of

35 Waivers to the Existing Title 5 'American Institutions' Requirement"; and be it
36 further

37
38 RESOLVED: That copies of this resolution be distributed to the Chancellor, the Board of
39 Trustees, the Academic Senate CSU, all CSU campus senates, the Chairs of all
40 CSU History and Political Science departments, the Assembly Committee on
41 Higher Education, and the Academic Senate of the California Community
42 Colleges.

Proposed by: Lewis Call, Senator for College of Liberal
Arts (History Department)

Date: May 2 2011

Revised: May 26 2011

**SAN JOSE STATE UNIVERSITY
ONE WASHINGTON SQUARE
SAN JOSE, CA 95192**

SS-S11-5, Sense of the Senate Resolution, "Resolution to Urge the Board of Trustees to Delay Consideration of Waivers to the Existing Title 5 'American Institutions' Requirement"

Legislative History: At its meeting of April 18, 2011, the Academic Senate approved the following Sense of the Senate Resolution presented by Senator Peter.

**SENSE OF THE SENATE RESOLUTION
"RESOLUTION TO URGE THE BOARD OF TRUSTEES TO DELAY
CONSIDERATION OF WAIVERS TO THE EXISTING TITLE 5 'AMERICAN
INSTITUTIONS' REQUIREMENT"**

- Whereas, For decades the California State University has maintained a requirement (in Title 5 administrative law) for all CSU graduates to "acquire knowledge and skills that will help them to comprehend the workings of American democracy and of the society in which they live, to enable them to contribute to that society as responsible and constructive citizens" (Title 5 40404); and
- Whereas, An informed citizenry is necessary in American democracy, but mounting evidence shows that "most individual voters are abysmally ignorant of even very basic political information"¹; and
- Whereas, The passing last Autumn of SB 1440—a measure designed to streamline transfers from the California Community Colleges to the CSU, has enabled the creation of "Transfer AA" degrees from the CCC system; the CCC system, however, refuses to include the Title 5 American Institutions requirements as a part of these newly created transfer degrees; and
- Whereas, The CSU Board of Trustees is considering changes in the Title 5 "American Institutions" requirement that will enable (but not necessarily require) the Chancellor, Presidents and "appropriate campus authorities"

¹See for example Ilya Somin, "When Ignorance Isn't Bliss: How Political Ignorance Threatens Democracy" (*Policy Analysis* No. 525, September 22, 2004.) "In this paper I review the overwhelming evidence that the American electorate fails to meet even minimal criteria for adequate voter knowledge" (p. 2.) See also Andrew Romano, "How Dumb Are We? Newsweek gave 1,000 Americans the U.S. Citizenship Test—38% failed. The country's future is imperiled by our ignorance," *Newsweek* March 28 and April 4, 2011.

to waive the American Institutions requirement for certain majors and groups (called "the proposal" in this document); and

- Whereas, After a few weeks of informal conversations, the proposal was first publicly broached at an April 13 meeting with the CSU Presidents; this unfortunate time line has resulted in insufficient consultation to date with History and Political Science faculty and almost no time—in the last month of classes—for local Academic Senates and their curriculum committees to respond; and
- Whereas, The possibility of using the existing option of comprehensive exams in American Institutions to bring the CSU fully into compliance with SB1440 has not been fully explored now, therefore, be it
- Resolved, That the Board of Trustees should delay any consideration of Title 5 changes to the "American Institutions" requirement until the possibility of using the existing Comprehensive Exam option to bring the CSU into compliance with SB 1440 is fully explored with the help of the system's Political Science and History faculty; we acknowledge that there may need to be procedural and/or policy changes in the administration of these exams but believe that the option could be of great promise in complying with SB 1440 without the need for a Title 5 change; be it further
- Resolved, The Academic Senate of San Jose State University reaffirms its commitment to the principle that all graduates of our institution should demonstrate an understanding of "American democracy and of the society in which they live" so that they may "contribute to that society as responsible and constructive citizens"; be it further
- Resolved, That the CSU should strongly consider the option of not recognizing transfer AA degrees that fail to allow the American Institutions requirement within the constraints of SB1440 degrees--as being too dissimilar to our own degrees; be it further
- Resolved, That the CSU should request that the Legislature amend "The Student Transfer Achievement Reform Act" (SB 1440) to clarify that American Institutions requirements should be fully maintained during the implementation of the law; be it further
- Resolved, That copies of this resolution be distributed to the Chancellor, to the Board, to the ASCSU, to all campus senates, and to the Chairs of all CSU History and Political Science Departments, the Assembly Committee on Higher Education, and the Academic Senate of the California Community Colleges.

American Institutions Q and A

1. Q: What is American Institutions?

A: This is an informal way of referring to Title 5 Section 40404 US History, Constitution, and American Ideals ("American Institutions" or "AI")

S. 40404 requires that the CSU provide education in and that students demonstrate competency in these areas of history and government either by completing courses or passing a comprehensive exam. This is seen as a vital part of the breadth represented in a CSU bachelor's degree, and it is seen as upholding the Association of American Colleges and University's "Liberal Education and America's Promise" (LEAP) outcomes "knowledge of human cultures" and "personal and social responsibility."

In bachelor's degree programs, this translates as six required semester units (2 courses) in Political Science and US History. Students who can pass a challenge exam do not have to complete the courses.

2. Q: Do all California public higher ed institutions have this requirement?

A: This Title 5 requirement is unique to the CSU. It does not apply to the University of California or the California Community Colleges. The Intersegmental General Education Transfer Curriculum (IGETC) does not include the CSU American Institutions requirement. ([http://icas-ca.org/Websites/icasca/Images/Final IGETC Standards v1.2.pdf](http://icas-ca.org/Websites/icasca/Images/Final%20IGETC%20Standards%20v1.2.pdf) p. 24).

While the UC system is not subject to this Title 5 requirement, there are campus requirements for US history and civics education. Many students fulfill this requirement before entering college by completing a one-year high school course in U.S. history or a half-year course in U.S. history and a half-year course in American government. (This satisfies this requirement at all UC campuses except UC Santa Barbara, which requires students to complete a college-level course. At UCLA, students may complete the course(s) in high school, but must have earned a B average or better.)

Practice varies among private institutions in the state.

3. Q: Has the Title 5 change been proposed because the Chancellor's Office wants to eliminate the AI requirement or reduce general education requirements?

A: No, there has been no change in the support of this cornerstone to CSU undergraduate education, and the amendment does not seek to change CSU General Education-Breadth. EO 1033 allows students to "double count" their American Institutions courses in satisfaction of general education requirements—at either the lower or upper division, per local campus policy. <http://www.calstate.edu/EO/EO-1033.html>

Community college faculty are encouraged to require AI courses in fulfillment of both CSU GE-Breadth and AI requirements. When Transfer Model Curricula do not require completion of AI at the community college, CSU faculty are encouraged to use this double-counting provision to fit required AI courses in the upper-division GE in bachelor's degrees that will be paired with CCC transfer degrees.

American Institutions Q and A

4. Q: Why are exceptions to the AI Title 5 requirement being recommended?

A: The recommendations are made in response to the requirements of SB 1440 (Padilla), now Education Code sections 66745-66749.
<http://www.calstate.edu/app/documents/STAR-Act-SB1440.pdf>

Based on input from the community colleges, we have learned that there may be cases in which Title 5 on American Institutions—as it is currently written—could cause the CSU to violate Education Code, state law, in cases in which faculty cannot both meet the AI requirement and stay within the 60-unit limit in a SB 1440 bachelor's degree

To remedy this, we cannot change the legislation, but the Trustees can amend Title 5.

The amendment is intended to place in Title 5 a provision for *the possibility* of granting an exception when faculty are unable to negotiate a place for required AI courses within the transfer degree programs as mandated by SB 1440.

Exceptions would apply to only a narrow set of conditions, and native CSU students are largely not expected to be affected by exceptions.

To be eligible for an exception, campuses would have to indicate that the following accommodations were not approved on the campus:

- Require AI and reduce the units in the major;
- Require AI by double counting with the major;
- Require AI by double counting with upper-division GE;
- Require AI from within elective units; and
- Require AI and reduce units in campus-specific requirements.

SB 1440 requires the CCC and CSU to develop transfer degree programs that will be implemented beginning in fall 2011. No more than 60 units can be required on the CCC side, and the limit on the CSU side is also 60 units.

Because the American Institutions requirement is unique to a CSU degree, the CCC faculty do not want to require that in all cases the CSU AI requirement courses be taught within the 60 lower-division units required by the CCC.

For cases in which the community college Transfer Model Curriculum (TMC) does not require AI units, and in which the corresponding CSU bachelor's degree requirements cannot fit AI units within the 60-unit limit, an exception could be sought for the Title 5 exception.

5. Q: Why are AI exceptions proposed for high-unit majors and for "hardship"?

A: This provision is parallel to the same exception made possible for general education, in Title 5 40405.4 (a) and (b). The intention is to create consistent policy.

The "demonstrable hardship" case is rarely granted, but it allows the University to grant degrees in extreme cases, including posthumous degrees, for example.

American Institutions Q and A

6. Q: Why extend the exception to student seeking second bachelor's degrees, especially if the students are from foreign countries?

- A:** Fairness and consistency is the intention behind seeking this amendment. This change would create consistent policy allowing the same exceptions currently allowed for GE to be applied to American Institutions.

This is not an entirely new provision, as a mandatory American Institutions exception is already in effect in Education Code 66055.8 (BSN degrees for students who already hold bachelor's degrees). Fairness is ensured by extending that exception to all students earning a second or subsequent bachelor's degree.

Campuses may extend the AI exception to students whose degrees were not issued by a regionally accredited institution of higher education (most likely that would be foreign institutions); however that exception is not mandated.

7. Q: Will this result in *all* transfer degrees no longer requiring AI courses?

- A:** No. Required American Institutions courses are included in the curricula that have been approved, to this point in SB 1440 efforts. However, the business discipline has so far been unable to incorporate AI courses into the transfer degree curriculum, and it is possible that mathematics other disciplines (and specific campuses) may confront the same difficulty when majors require a high number of units or when campus-specific requirements drive up total units in the degree.

8. Q: For the purposes of meeting SB 1440 requirements, can the transfer degree make use of the comprehensive exam to demonstrate competency, *instead of* requiring the AI courses?

- A:** Title 5 currently allows students to demonstrate competency this way, and that avenue will continue to be available.

However, the calculation for the total number of units required for CSU bachelor's degree programs currently includes the number of units required to meet the American Institutions requirement, and for transfer completion degrees the calculation will be the same.

It would be misleading to students not to specify the number of units required to satisfy the CSU American Institutions Title 5 requirement. For most students, this amounts to three units of US history and three units of political science.

To make an American Institutions comprehensive exam parallel to the CSU Graduate Writing Assessment Requirement (GWAR):

- (1) American Institutions courses in history and political science would have to be required (as are the CSU GE-Breadth courses in Written Communication (Area A2) and Critical Thinking (Area A3)—and
- (2) a demonstration of competence would be a requirement for a bachelor's degree (<http://www.calstate.edu/eo/EO-665.pdf>).

American Institutions Q and A

9. Q: The Graduation Writing Assessment Requirement (GWAR) is mandatory and often takes the form of an examination. Sometimes, students have to take additionally writing courses before they can be cleared for graduation; yet these are not considered required courses. In the same manner, can we mandate an AI competency examination in place of requiring AI courses for the purpose of meeting SB 1440 requirements?

A: Requiring an AI examination for transfer degrees rather than requiring the AI courses would mislead students about the total number of units required to complete the transfer degrees because so few students could pass the comprehensive examination without first taking the two-course AI sequence.

Student writing skills are expected to be developed to proficiency in the required composition and critical thinking courses, which are specified among the degree requirements. This is the minimum training required for students in a bachelor's degree.

In the same way, CSU bachelor's degree programs require courses that allow students to develop skills and knowledge in American Institutions. Students must demonstrate competency by either completing the courses or by passing a comprehensive examination. Requiring students to pass an examination without first providing the "comprehensive study" would be unfair.

10. Q: Why has there been little consultation with faculty on this issue?

A: There may not be an awareness of: (1) the ongoing consultation between the Chancellor's Office and statewide senate and (2) the success of the senate in changing the scope of the planned amendment.

Members of the Academic Senate, CSU (ASCSU) participated in negotiation of the SB 1440 legislative process and serve as members of the SB 1440 committee that provides curriculum development and review. These faculty members work with the administration and with community college faculty on SB 1440 implementation. CSU faculty are aware of the need to address the CCC's reluctance to fit AI courses within the CCC requirements in Transfer Model Curricula. More recently, it has become evident that the CSU business faculty are unable to fit AI requirements within the 60-unit CSU apportionment of the transfer degree.

Formal consultation regarding amending the AI Title 5 section began in the days following the March trustees and senate meetings. In the interim, a persuasive statewide academic senate has negotiated with the system administration to achieve a much more narrowly focused recommendation for the amendment of section 40404. The ASCSU Chair made campus faculty aware of the issue through e-mail communication to history and political science chairs, and campus faculty and statewide senators have met with Chancellor's Office representatives to discuss this issue.

The CSU is working to comply with Education code, and a Title 5 provision to allow possible exceptions in specific, narrowly defined circumstances will be recommended for trustee consideration in May. No action is requested at the May meeting; it is scheduled for the July meeting.